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Fostering Blended Learning: Successful Partnerships and Faculty Development for Institutional Change

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July 8-9, 2013

**INSTRUCTION
MATTERS:
PURDUE
ACADEMIC
COURSE
TRANSFORMATION**

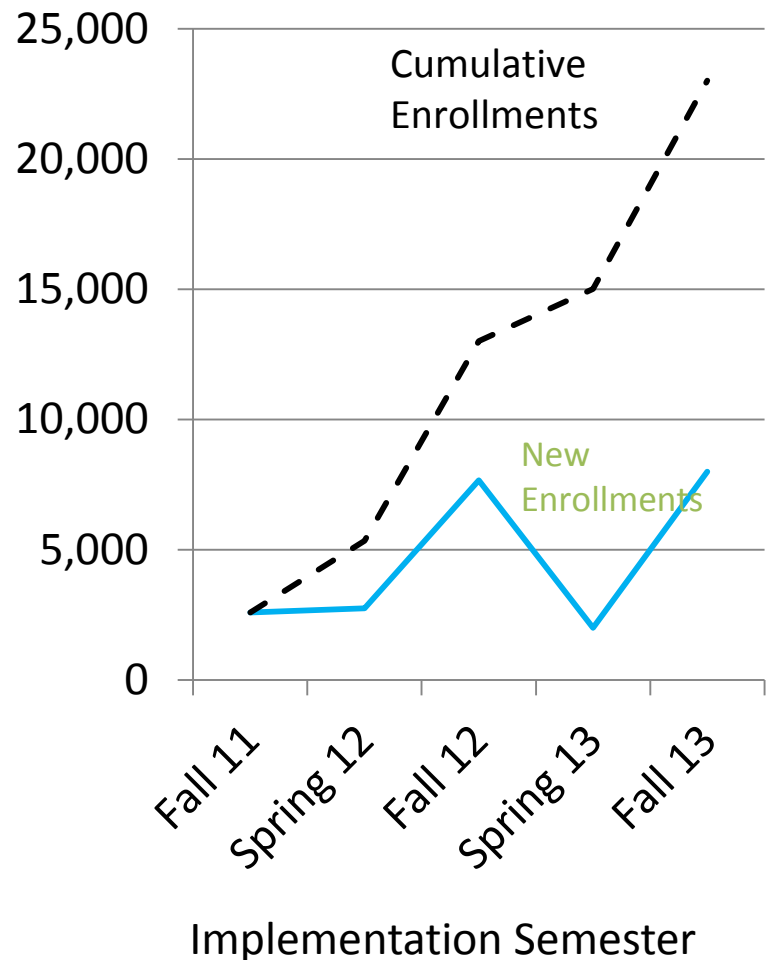


**SUCCESSFUL PARTNERSHIPS AND
FACULTY DEVELOPMENT
FOR INSTITUTIONAL CHANGE
FOSTERING BLENDED LEARNING**



TO DATE...

- 63 courses, mostly lower-level, large-enrollment courses
- 10 of 11 colleges represented
- 68 faculty
- 25,000 cumulative enrollments

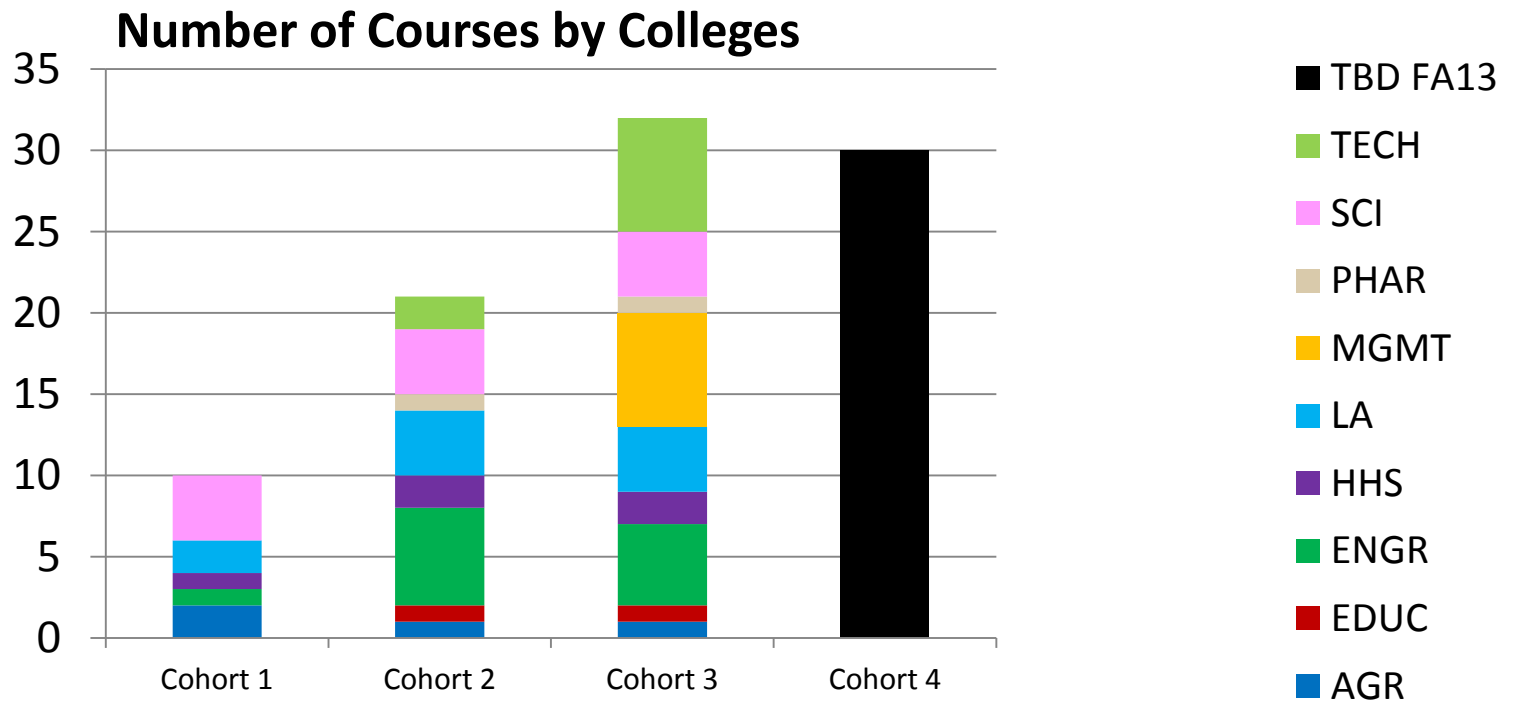




The overarching goal of IMPACT is to transform large enrollment foundational courses in order to achieve a more student centered learning environment through active and collaborative learning as well as other student centered teaching and learning practices and technologies, such as those found in blended learning environments.



IM:PACT BACKGROUND AND MISSION



IMPACT is now on target to redesign 60 courses a year, mostly Core courses, for the next 3 years



Financial Support:
Provost's Office, Purdue
Extended Campus

**Support Staff and
faculty contribution:**
CIE, Libraries, and ITaP

Assessment Resources:
DLRC, CIE, ITaP, and
Provost's Office

IMPACT PARTNERS 2010 - 2013





IMPACT COURSE DESIGN MODEL



New Technology



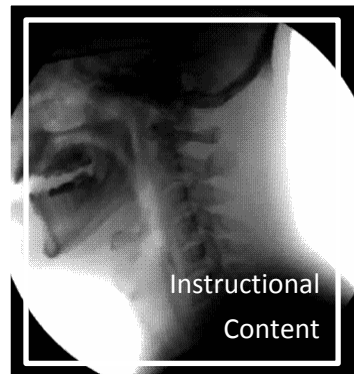
Release Time



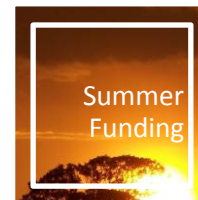
Financial Support



Development Help

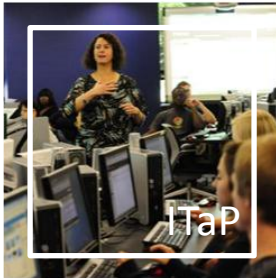


Instructional
Content



Summer
Funding

WHAT FACULTY GET FROM THE PROGRAM



WHAT FACULTY GET FROM THE PROGRAM

| FLC Workshop focus | Technology |
|---|--|
| Chickering & Gamson's 7 principles/technology overview, Building community/Intro to Course Design | Tech overview. Intro to BB9, TPACK |
| Learner Characteristics | Qualtrics |
| Learning Outcomes and Objectives | Course Eval, BB discussion |
| Core Curriculum and IMPACT Courses | Passport |
| Models for course redesign | Bb Learn Showcase course, Kaltura |
| Evaluating Student Performance (2 sessions) | Course Eval, iClicker, BB assessments, DoubleTake and Gradient (Studio apps), IDP, Respondus |
| Information Literacy | Confluence, Search techniques |
| Active learning techniques & team-based, cased-based, and problem-based learning | Adobe Acrobat Connect, Hotseat, Mixable (Studio apps) |
| Tying "Identify and Teach" to Objectives – Obj mapping to lessons, lesson planning | Passport (Studio app) |
| How to effectively manage student teams (writing group papers, for example) | Bb Learn Wiki (groups) |
| Scholarship of teaching & learning | Blogs |
| The Reflective Instructor/Lessons Learned | Journal, Bb Learn Wiki |

RESEARCH-BASED CURRICULUM

7 Principles for Good Practice in Undergraduate Education (Chickering, A.W., & Gamson, Z.F. (1987)).

Good practice

- encourages contacts between students and faculty
- develops reciprocity and cooperation among students
- uses active learning techniques
- gives prompt feedback
- emphasizes time on task
- communicates high expectations
- respects diverse talents and ways of learning

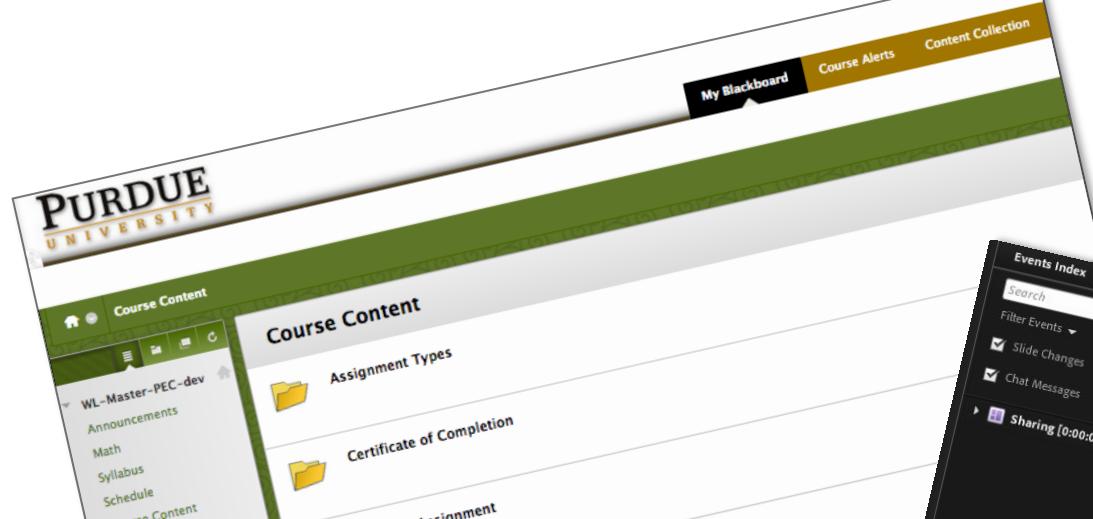


Read Chickering and Gamson article:

<http://teaching.uncc.edu/articles-books/best-practice-articles/instructional-methods/7-principles>

Select 2 principles and write one or more activities you could do in your class to apply each principle right away





i>grader v6.0.0.R02

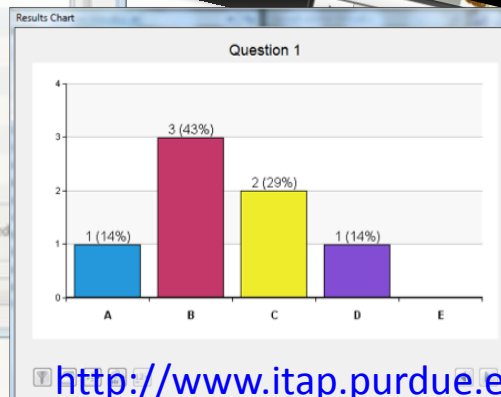
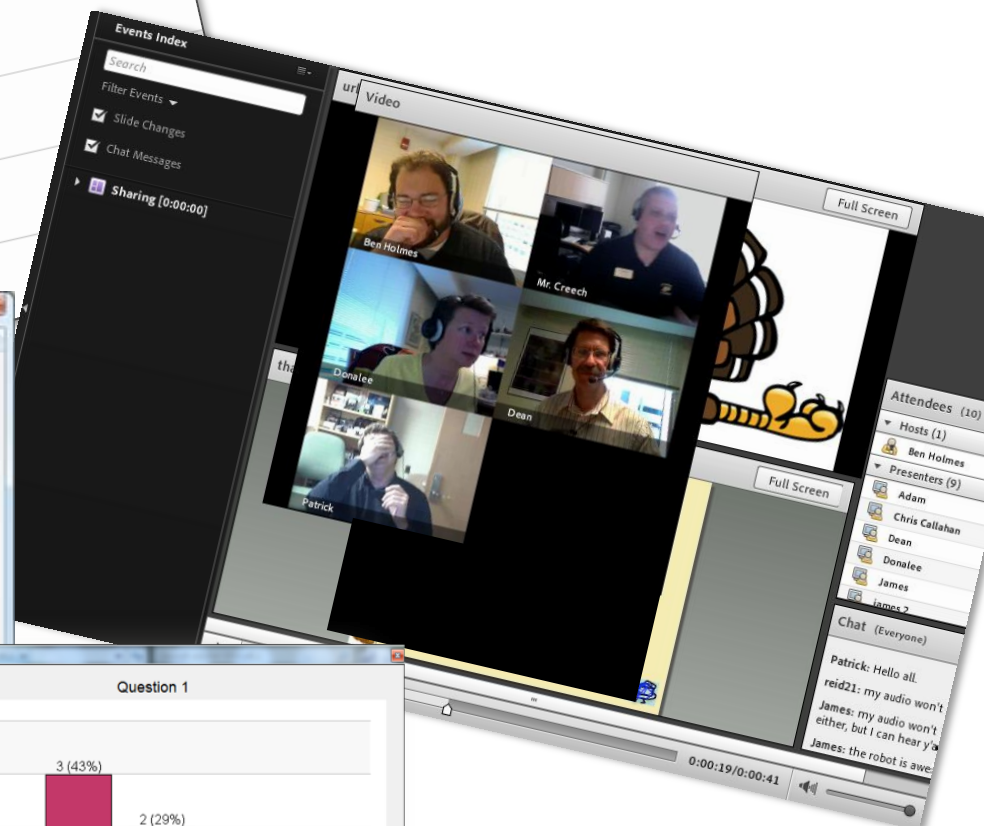
Physics-101-001

Student Name

| Name | Average | Total | 11/23/10 | 11/25/10 | 11/27/10 |
|-----------------|---------|-------|----------|----------|----------|
| Moon, Marion | 2.33 | 7.00 | 3.00 | 2.00 | 2.00 |
| Powers, Crystal | 0.00 | 0.00 | Ab | Ab | Ab |
| Raynor, Sandy | 2.33 | 7.00 | 3.00 | 2.00 | 2.00 |
| Song, Patrick | 0.00 | 0.00 | Ab | Ab | Ab |
| Wagner, Malcolm | 2.33 | 7.00 | 3.00 | 2.00 | 2.00 |
| Wallace, Jerome | 2.33 | 7.00 | 3.00 | 2.00 | 2.00 |
| Woodard, Beth | 0.00 | 0.00 | Ab | Ab | Ab |
| #0004141 | 1.33 | 4.00 | 2.00 | 1.00 | 1.00 |
| #00005ASA | 2.33 | 7.00 | 3.00 | 2.00 | 2.00 |
| #00008080 | 1.67 | 5.00 | 2.00 | 1.00 | 2.00 |
| #00009090 | 1.67 | 5.00 | 2.00 | 2.00 | 1.00 |

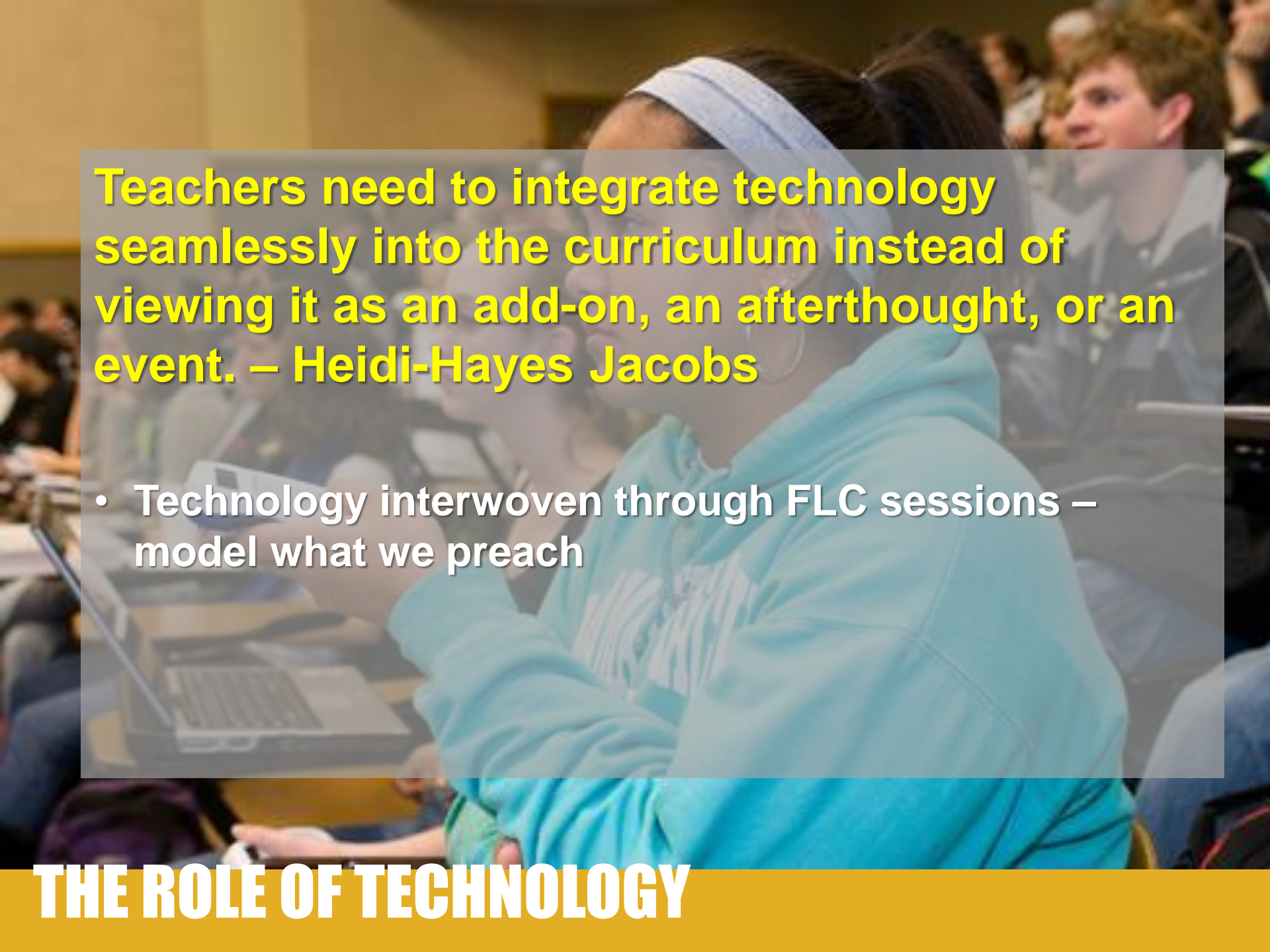
Class Average : 6.00

Output formatted



<http://www.itap.purdue.edu/learning/teach/principles/>

USE OF TECHNOLOGY

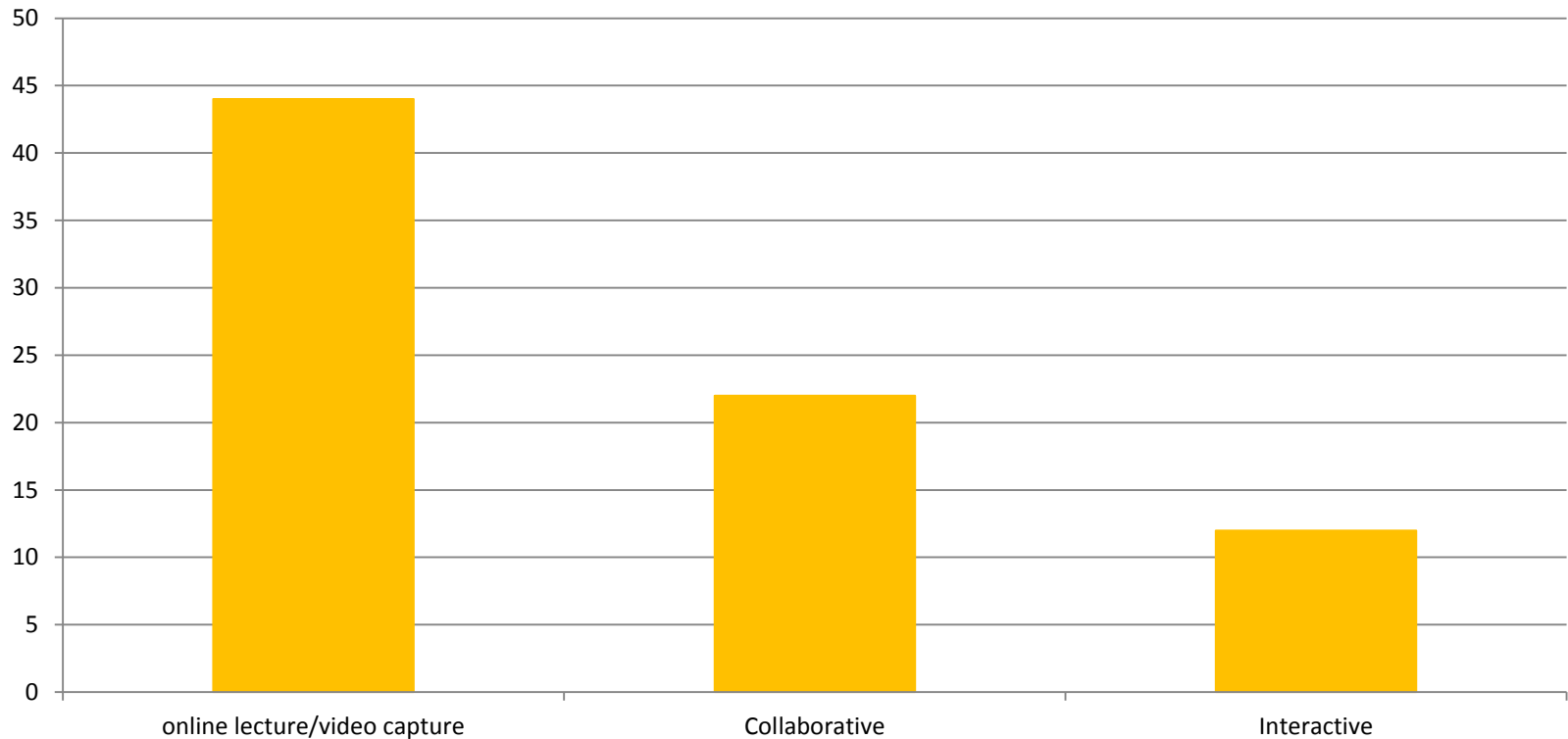
A photograph of a student in a classroom, wearing a light blue hoodie and a white headband, looking at a laptop. Other students are visible in the background, some looking at their devices. The image is slightly blurred, emphasizing the text overlay.

Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event. – Heidi-Hayes Jacobs

- Technology interwoven through FLC sessions – model what we preach

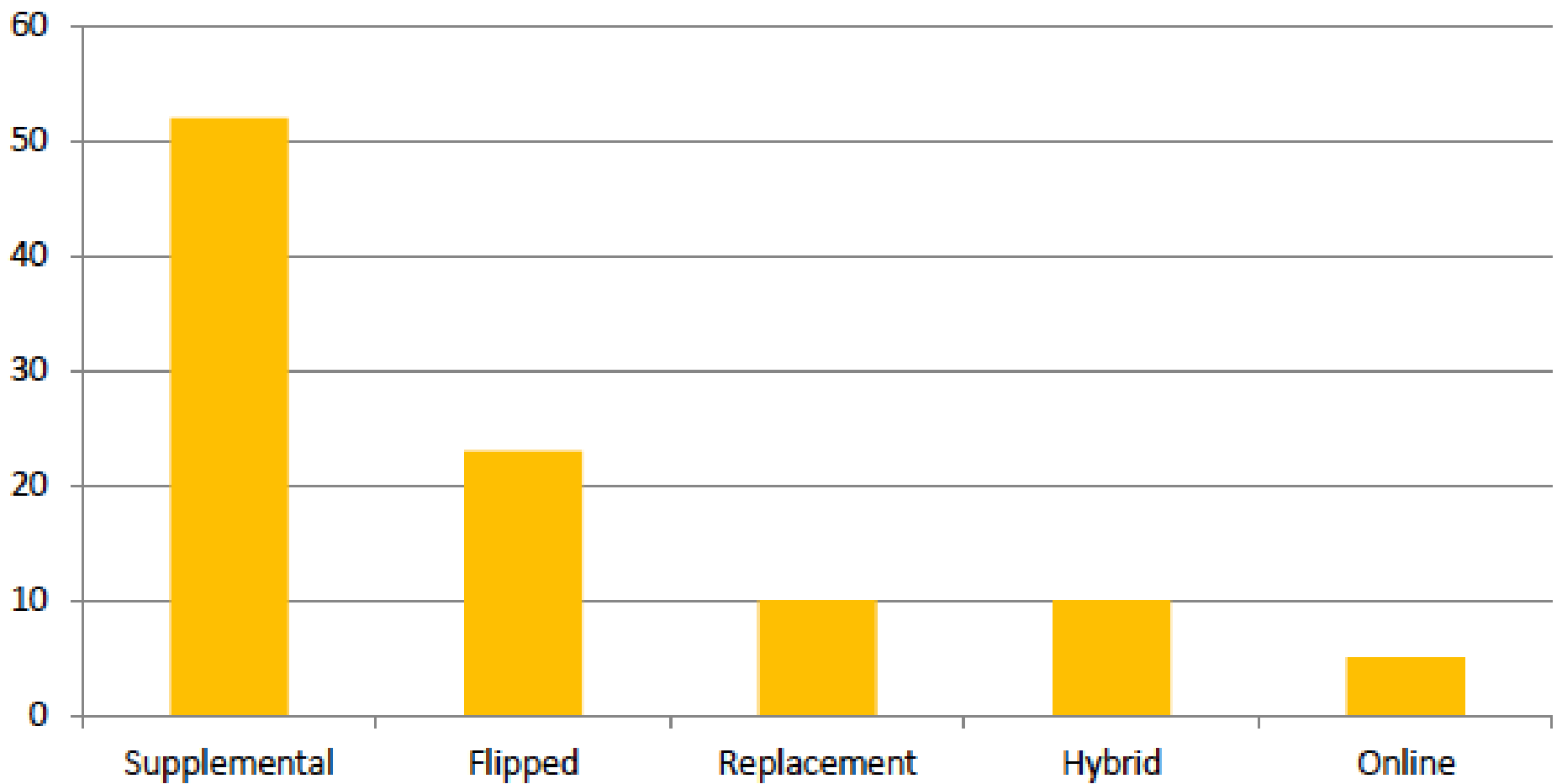
THE ROLE OF TECHNOLOGY

Percentage of Courses Using the Technology



Technologies Chosen as Part of the Redesign
Since the Beginning of the IMPACT Program

USE OF TECHNOLOGY











COURSE REDESIGN MODELS

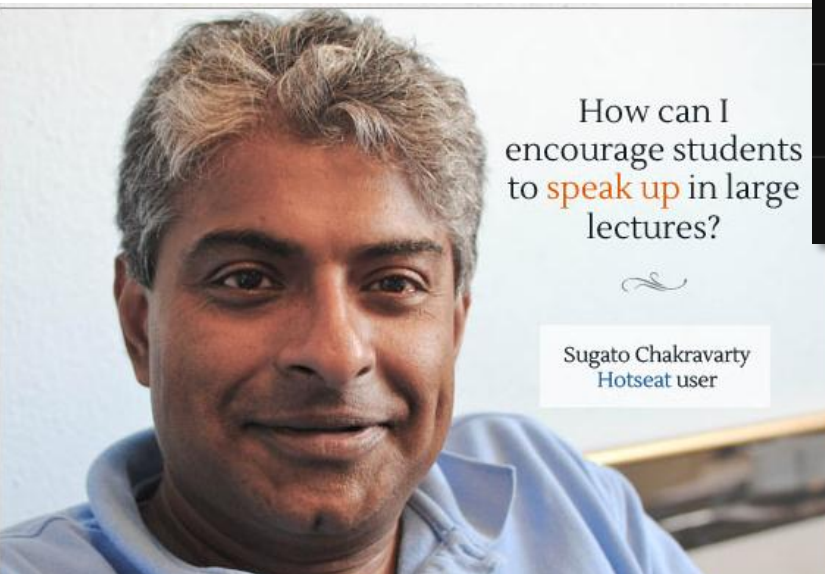


How can I find **enough time** to teach and give one-on-one support?

Gabriela Weaver
Mixable user

[Read Gabriela's story](#)

| | |
|--|---|
| PASSPORT badge-powered learning |  |
| JETPACK learning anywhere |  |
| DOUBLETAKE make video mobile |  |
| MIXABLE social academics |  |
| HOTSEAT classroom microdiscussion |  |
| SIGNALS early intervention |  |
| NEED4FEED conference twitter analytics |  |
| BACKDRAFT write now, tweet later |  |



How can I encourage students to **speak up** in large lectures?

Sugato Chakravarty
Hotseat user



How can I cover **all the material** that comes up in class?

Dr. Jonathan Day
Mixable user



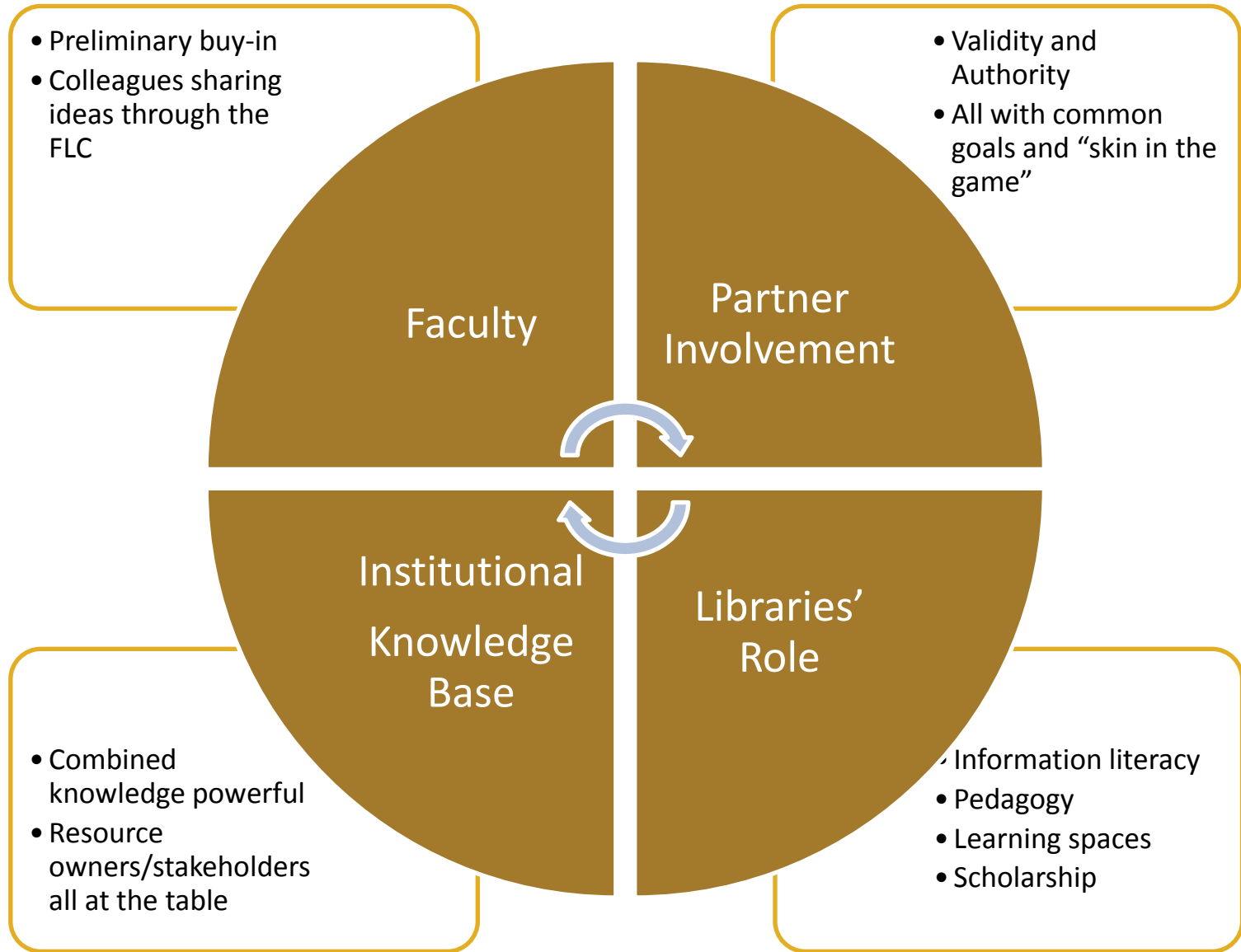
Where can I find **affordable** course **materials** for undergraduates?

Jennifer Neville
Jetpack user

[Read Jennifer's story](#)

PURDUE STUDIO SUITE OF TECHNOLOGIES

<http://www.itap.purdue.edu/studio/hq/>



SUCCESSFUL INSTITUTIONAL PARTNERSHIPS



Capacity: 117



Capacity: 72

Capacity: 90



INNOVATIVE LEARNING SPACES

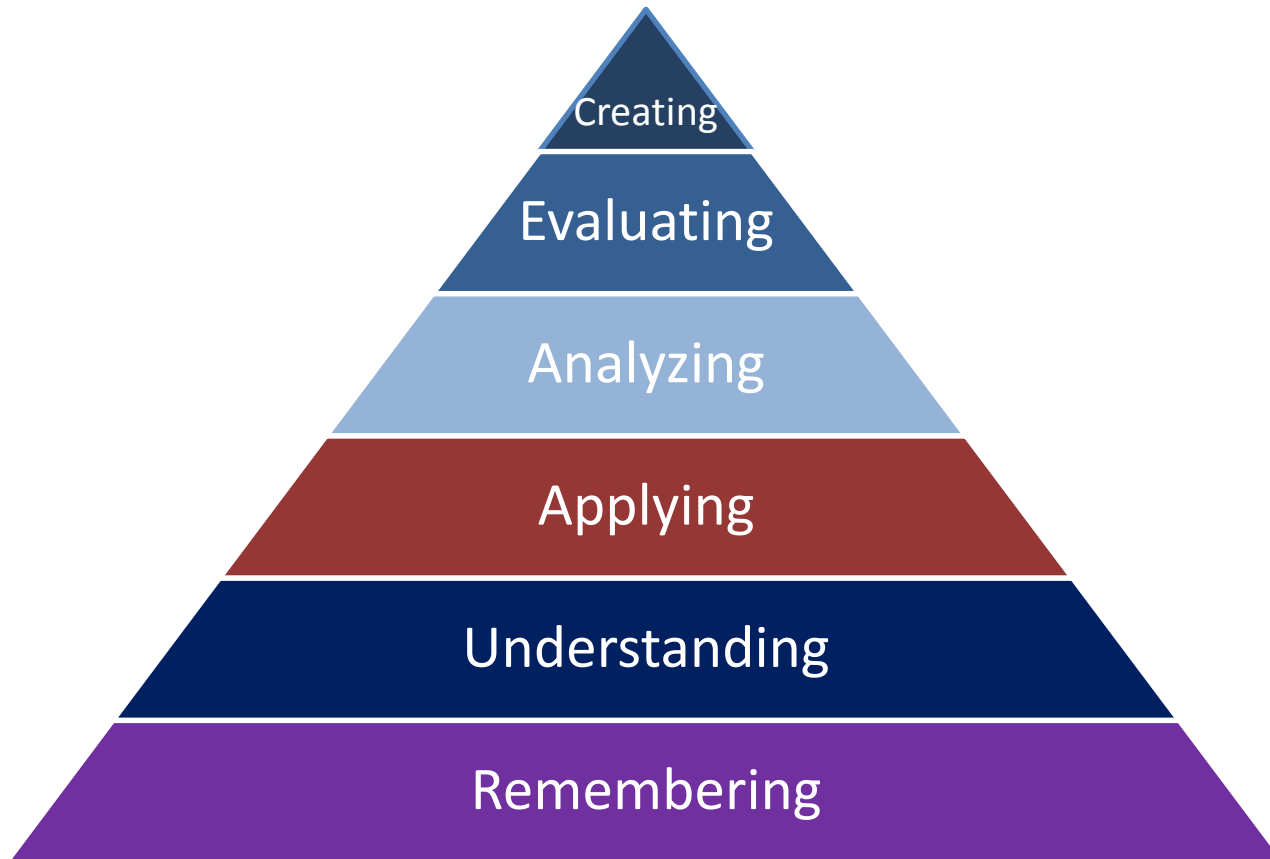


Provost Tim Sands discussing the blended learning classroom

<http://www.purdue.edu/impact/videos.html>

ACTIVE LEARNING IN BLENDED CLASSROOM

MAPPING LEARNING OUTCOMES TO BLOOM'S TAXONOMY AND ASSESSMENTS



Direct Evidence

Performance on exams

Portfolio

Art performance

Writing prompts
(graded by rubrics)

Indirect Evidence

Student perceptions of Learning Gains (SALG)

Engagement

Self-reported motivation

Perceived competence

STUDENT LEARNING ASSESSMENT

Based on Carriveau, R. (2010). *Connecting the Dots*. Peter Lang Publications

| | Remember | Understand | Apply | Analyze | Evaluate | Create |
|-----|--------------|------------|-----------------|-----------------|----------|-----------|
| LO1 | Items #1, #2 | Items #3 | | | | |
| LO2 | | | Items #4, #5 | | | |
| LO3 | | | | Items #6, #7 | | |
| LO4 | | Items #8 | | | | |
| LO5 | | | | | Items #9 | Items #10 |

Retention rates of courses in first redesign cohort (9 courses):

- **5 courses** show increases in their rates over time
- **6 courses** show increases from fall 2010
- **5 courses** have shown their highest retention + graduation rates over the last 4 years.

In a comparison of concurrent IMPACT and traditional sections **eight** of the nine 2011 redesigned courses demonstrated an **increased course GPA**, and **seven** demonstrated the highest course grades in 4 years (From IMPACT Annual Report, 2012)



| | Section | Exam 1 | Exam 2 | Final Exam |
|--|--------------------|--------|--------|------------|
| Before redesign Spring 2012 | Traditional | 74.0 | 74.7 | 69.4 |
| | Online | 69.3 | 66.8 | 62.1 |
| After redesign Fall 2012 | Traditional | 84.4 | 87.8 | 82.2 |
| | Online | 79.1 | 82.8 | 80.1 |
| | Hybrid | 81.6 | 83.0 | 78.8 |

Exam scores increased after redesign!

Exam material reorganized but not reduced in difficulty

| | Before redesign | | | | After redesign |
|---------------|-----------------|--------|--------|--------|----------------|
| Fall semester | 2008 | 2009 | 2010 | 2011 | 2012 |
| DWF rate | 33.87% | 30.20% | 29.15% | 25.25% | 14.59% |

Big drop in DWF rate after redesign!


Purdue University wants < 20% DWF rate.

Increase in scores for course and instructor after redesign.


| | Semester | Section | “Overall, I would rate this course:” | “Overall, I would rate this instructor:” | % completed evaluation |
|-----------------|-------------|------------------|--------------------------------------|--|------------------------|
| Before redesign | Spring 2012 | 8:30 Traditional | 3.8 | 4.0 | 70% |
| | | 9:30 Traditional | 3.9 | 4.3 | 77% |
| | | Online | 3.8 | 4.6 | 76% |
| | | Online | 3.9 | 4.2 | 91% |
| After redesign | Fall 2012 | 7:30 traditional | 4.2 | 4.9 | 88% |
| | | 8:30 traditional | 4.2 | 4.7 | 84% |
| | | Hybrid | 4.3 | 4.6 | 80% |
| | | Online | 4.2 | 4.7 | 84% |
| | | Online | 3.8 | 4.1 | 80% |




PROGRAM EVOLUTION

- 
- Registrar
 - Institutional Review Boards (IRB)
 - Space management
 - Academic advisors
 - Deans and department heads

BROADER INSTITUTIONAL PARTNERSHIPS

- 
- Institutional Commitment
 - Core Curriculum
 - 60 courses/year over 3 years
 - Foundation of Excellence
 - First-Year Program
 - Capital campaign

CULTURE AND INSTITUTIONAL CHANGE



Getting the bang for our buck
Supporting faculty after redesign
Focus on continuous improvement
Courses we can't get in the door
Support staff with other duties
Accommodating new course paradigms institutionally

CHALLENGES

Learning Community



This site provides information about IMPACT's mission, goals, faculty, and stories to the Purdue community.

Quick Links:

[How does IMPACT work?](#)

[What should I expect from IMPACT?](#)

[How does IMPACT benefit me?](#)

[How do IMPACT faculty get support?](#)



Mission Statement

Our mission is to improve student competency and confidence through redesign of foundational courses by using research findings on sound student-centered teaching and learning.

News

[Revamped course engages students through active learning, technology](#)

[Now taking applications for the Fall 2013 Cohort](#)

[Spring 2013 Cohort Selected](#)

Events

[Thursday March 21 - IMPACT Symposium](#)

[Changing Classroom Conference March 18-21, 2013](#)

[IMPACT FLC Spring cohort sessions are held on Wednesdays and Thursdays. Content is available via Blackboard Learn.](#)

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